Grades 9-12

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Climate & Culture Action Network

2017-2018

Educator Community of Practice

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Comprehensive System of Learning Supports

Teachers Supporting Families Supporting Social Emotional Development

The growing acceptance of Social Emotional Learning as a key support to student success has been responded to by state and local administrators in the implementation of SEL standards within the school system. However, the absence of networked organizations from which families receive SEL support has further complicated their access to tools and

> materials for home based instruction and modeling of these

formative skills.

This issue of Capture the Core shares specific ways teachers can support families in their capacity around Self-Awareness, Self-Management, Social Awareness and Relationship building, and Responsible Decision-Making.

Note that this not an exhaustive list of resources, however, these are a few activities for families to practice building developmentally appropriate skills. Tips and Activities were retrieved from:



www.parenttoolkit.com

Resource to share

SEL Standards <u>9-10</u> & <u>11-12</u>

Goal 1:	Develop self-awareness and self-management skills	
to achieve school and life success.		
A Identify and Manage One's emotions and behavior	Analyse has thoughts and emotions affect decision making	34
	and responsible behavior.	**
	Generate ways to develop more positive attitudes.	12
 Beorgnise personal qualifies and external pupperts. 	Set priorities in building on strengths and identifying areas for improvement.	10
	Analyze how positive adult role models and support systems	11
	epartribute to school and He success.	-
C. Demonstrata skills rolated to achieving personal and academic goals.	Identify drategies to make use of resources and	
	overcome abdiacles to achieve goals.	4
	Apply strategies to overcome obdiacles to goal achievement.	12
	 Use social-awareness and interpersonal skills s establish and maintain positive relationships. 	
A: Recognize the feelings and perspectives of others.	Analyze similarities and differences between one's own and others' person/lives.	1
		h
	Ese conversation skills to anderstand others' feelings and perspectives.	
 Recipite individual and group similarities and offerences. 	Analyze the origins and negative effects of devect-pring and projudice.	1
	Demonstrate respect for individuals from different social and cultural groups.	25
C-Use communication and social skills to interact effectively with others.	Evaluate the effects of requesting apport from and providing apport to others.	14
	Evaluate one's contribution in groups as a member and leader.	X
 Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive whys. 	Analyze how listening and taking accurately help in resolving conflicts.	30 44
	Analyze how conflict-resolution skills contribute to work within a group.	30 40
A Consider ethical, safety, and societial factors in making devisions.	Demonstrate personal responsibility in making ethical decisions.	34
	Evaluate how accial norms and the expectations of authority influence personal decisions and actions.	34
		1
B: Apply decision-making skills to deal responsibly with daily academic and upped shusters.	Evaluate personal abilities to gather information, generate absmattives, and anticipate the consequences of decisions.	1
	Apply decision making skills to entratish responsible	h
	social and work relationships.	1.6
C. Cantollaute to the web- being aflowe's school and community.	Plan, implement, and evaluate one's participation in activities and organizations	
	that improve school climate	1.44

Self-Awareness	• Ensure that your youth has another trusted adult to share their feelings. Supporting their regular exploration and expression of emotions develops self-awareness.		
Self-Management	 Model what you'd like your pre-teen and teen to choose regarding phone usage, screen time, reading, positive friendships, and self-esteem. 		
Social Awareness	 Practice respectful assertiveness and share with your child(ren) the reasons behind your words. Support self-developed and parent approved rules for social life. 		
Relationship Building	 Use resources to discuss the do's and don'ts of relationships. Discuss ways to handle jealousy and envy related to friendships. 		
Responsible Decision-Making	 Compliment your high-schooler's decision- making and support his/her choices as much as possible. Discuss and slowly release adult responsibilities with your teen, reviewing regularly on expectations and progress. 		
Parents' Guide to Social Emotional Checklist (sample items)			
Model good behavior.	Follow through on your promises.		
Have meaningful conversations with your child.	Take a moment to reflect and breathe when you are stressed or overwhelmed.		